

Summative Turnaround Principle Rubric

Turnaround Principle #1- School Leadership

SCHOOL LEADERSHIP						
TURNAROUND PRINCIPLE 1		Ensure that the principal has the ability to lead the turnaround effort				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community	<ul style="list-style-type: none"> School Improvement Plan School vision & belief statements School climate surveys School focus groups School documents, meetings, & artifacts showing vision, core beliefs in action 	There may be a school mission and vision but it is not evident in the daily life at the school	The principal uses data from multiple sources to develop a school mission and vision and articulates it to the school community	The school leadership team uses data from multiple sources in its development. The school mission is clearly articulated, understood, and supported by all.	Representatives from all stakeholders use data from multiple sources to establish a coherent vision that guides leadership actions and decisions.
			The mission, vision, and underlying core beliefs do no influence and guide decision-making or student achievement.	The mission, vision, and underlying core beliefs direct and influence decision-making on student achievement and school outcomes.	The mission, vision, and underlying core beliefs direct, influence, and guide decision-making on student academic excellence (college/career readiness) and healthy social/emotional development.	The mission, vision, and underlying core beliefs direct, influence, and guide decision-making at all levels of the school community.
			The actions and comments from staff contradict the vision and its core beliefs about what students are capable of achieving	The mission and vision are referenced in public forums.	The principal continuously articulates and inspires the school community to enact the vision.	The principal and other staff members continuously articulate and inspire the school community to enact the vision.
			There is no visible alignment between school practices and rituals and vision.	The principal and some teachers may be the only ones to align school practices and rituals with the vision.	There is a visible alignment between school practices and rituals and the vision.	The school community demonstrates commitment to the school vision and core beliefs through behaviors and actions consistent with the vision.
			There are no benchmarks or milestones to monitor progress towards the realization of the vision.	The principal inconsistently uses benchmarks to monitor towards the realization of the vision.	The principal uses benchmarks to check the progress of the vision and regularly communicates these milestones to the school community.	The school community is engaged in step-backs to take a data-based assessment of their progress towards the realization of the school vision.
1.2	The principal develops and promotes a coherent strategy and plan for	<ul style="list-style-type: none"> School Improvement Plan School vision and mission 	There is no comprehensive diagnosis of the school's data.	The principal shares past student achievement data with staff.	Results from a comprehensive diagnosis of the school's strengths/weaknesses are publicly shared with the staff and members of the community.	Diagnostic protocols and process (including review of data, school and instructional practices) are clear to all staff; staff members have opportunities to engage in analyses of data.

	implementing the school vision, which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement.	<ul style="list-style-type: none"> statements School climate surveys School focus groups Evidence of monitoring of action plan goals frequently and continuously Administrative Walk-through data Formative Achievement data 	<p>The principal develops a school improvement plan to comply with regulations and refers to the plan infrequently.</p> <p>Staff is unaware of the school's priorities for the year.</p> <p>Results are not systematically reviewed to assess progress and adjust strategies.</p>	<p>The principal uses past student achievement data to inform the development of a school improvement plan which includes goals, some milestones, and benchmarks of progress.</p> <p>Staff has heard about the priorities of the school but cannot articulate actionable details or school goals; however, the school leadership team focuses on implementing some of the key points of the plan.</p> <p>Results are informally reviewed to assess progress and adjust strategies.</p>	<p>A school improvement plan is developed by the leadership team and aligned to the school's needs assessment with SMART goals, milestones, and strategies and assigned accountabilities with the urgent goal of making dramatic student achievement gains within the first two years.</p> <p>Staff is familiar with priorities for improvement and details of the school improvement plan.</p> <p>Regular reviews are in place to assess progress to goals and make adjustments to strategies as needed.</p>	<p>A school improvement plan is developed by key leaders with broad input from staff and community, SMART goals, milestones and strategies are aligned and assigned.</p> <p>Staff are actively engaged and invested in the success of the school improvement plan.</p> <p>Rigorous and regular reviews are in place to assess progress to goals, make adjustments to strategies as needed, and guided systematic professional development, support, and monitoring efforts.</p>
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment	<ul style="list-style-type: none"> Administrative walk-through data – student engagement indicator School climate surveys School focus group School Discipline plan School faculty/student handbook Teacher observation & evaluation data Master & bell schedules 	<p>The school building is not well cared for and has significant areas of disrepair. [2.1]</p> <p>The principal has not successfully put in place a clear and consistent student behavior system, either state or in practice and accepts that teacher's response to classroom incidents varies from classroom to classroom. [2.1]</p> <p>The principal does not have procedures to monitor a safe and orderly environment. [2.1]</p> <p>The principal does not review data on attendance, tardies, office referrals, and suspensions. [6.1]</p>	<p>The principal ensures that the school building is safe and clean, but limited facilities issues persist. [2.1]</p> <p>The principal has in place a stated and consistent behavior system of rewards and consequences, though does not consistently track implementation data and deals with issues as they arise. [2.1]</p> <p>The principal has in place procedures to monitor and support a safe and orderly environment but they are not followed consistently by staff. [2.1]</p> <p>The principal reviews data on attendance, tardies, office referrals and suspensions, but systems are not in place for quick interventions for students most frequently referred and/or</p>	<p>The principal ensures that students and adults feel safe and ready to engage in teaching and learning; the facility is clean and in good working order. [2.1]</p> <p>The principal has in place and monitors a behavior system of rewards and consequences to ensure consistent implementation (with age appropriate differentiation) across classrooms, grades and content areas. [2.1]</p> <p>The principal ensures a safe, orderly and equitable learning environment and has systems in place for monitoring. [2.1]</p> <p>The principal is using and engaging team leaders to use established systems to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions,</p>	<p>The principal ensures students and adults feel safe and welcomed, ready to learning and teach; the facility is exemplary. [2.1]</p> <p>There is a clear and consistent behavior systems of rewards and consequences in use, goals are consistently met or surpassed. [2.1]</p> <p>The school community ensures a safe, orderly, and equitable learning environment exists for all students and regularly monitors its implementation. [2.1]</p> <p>The principal engages the school community in reviewing culture and climate data, including surveys and observable data, and solicits feedback about what needs to happen to ensure</p>

				suspended. [6.1]	especially to identify and address students most frequently referred and/or suspended; the principal engages the staff in these reviews. [6.1]	explicit goals are met and that the school community takes pride in their school. The school is the center of community activity. [6.1]
1.4	The principal communicates high expectations to staff, students, and families, and supports students to achieve them.	<ul style="list-style-type: none"> Administrative walk-through data School climate surveys School focus groups School discipline plan School staff, student, parent handbooks Posted behavior standards Posted academic Standards and rubric School vision and belief statements 	The principal may express a vision for high quality teaching, but does not have systems in place to foster or monitor it in every classroom. [2.3]	The principal expects high quality teaching in every classroom and conducts weekly formal and informal observations and administrative walkthroughs. [2.3, 4.2]	The principal is committed to high quality teaching and ensures classrooms are visited daily to support and monitor high quality instruction. [2.3]	The principal and teachers are continuously engaged in inquiring about instructional improvement, the principal and instructional leaders continuously monitor to ensure high quality instruction is present in every classroom all the time. [2.3]
			The principal leaves it to each teacher to foster student learning expectations, with little or no calibration of what it means for students to produce grade level work. [2.3]	The principal sets high expectations for students by ensuring the curriculum is aligned to the Standards. [4.1]	The principal sets high expectations for students by ensuring student work is intellectually challenging, is cognitively demanding, demonstrates mastery of Standards, and that students receive meaningful feedback. [2.3]	The instructional leadership team has multiple methods for students to demonstrate mastery of cognitively demanding material aligned to the Standards, including exhibitions, portfolios, and other assessments. [2.3]
			The principal does not persuasively communicate a belief in the potential of all students.	The principal persuasively communicates a belief in the potential of all students.	The principal fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately.	Students, staff and community members articulate a belief in the potential of students and adults. This belief is codified and express in the daily rituals of the school.
			The principal accepts low assumptions about student potential.	The principal notes when adults display low assumptions about student potential	The principal responds when adults display low assumptions about student potential.	All adults display an unwavering belief in the potential of all students.
			The principal communicates infrequently with families about the students' academic, social-emotional, behavioral, and attitudinal progress. [8.1]	The principal communicates high expectations by ensuring frequent interactions with families about student's academic, social-emotional, behavioral, and attitudinal progress. [8.1]	The principal demonstrates a commitment to high expectations through frequent interactions with families about the students' academic, social-emotional, behavioral, and attitudinal progress toward SMART goals. [8.1]	Families are seen as, and consider themselves, partners in ensuring their children achieve explicit and rigorous goals. [8.1]
1.5	The principal ensures that a rigorous and coherent standards-based	<ul style="list-style-type: none"> Administrative Walk-through data Teacher observation & 	The principal enables teachers to develop independent lessons that are not systematically linked to the Standards. [4.2]	The principal articulates the expectations that all teachers will implement a coherent Standards-aligned curriculum and assessment system.	The principal articulates the expectations that all teachers will implement a rigorous and coherent Standards-aligned curriculum and assessment systems with fidelity. [4.1]	All teachers implement a rigorous and coherent Standards-aligned curriculum and assessment system with fidelity.

	curriculum and aligned assessment system are implemented with fidelity.	<ul style="list-style-type: none"> evaluation data District curriculum guides Lesson plan format formative assessments data management systems PLC agendas and minutes Grade level & content level meeting agendas and minutes 	The principal's classroom observations are infrequent and unstructured. [4.2]	Staff is not observed at least weekly to determine the extent to which teacher instruction is aligned with the Standards across all classrooms. [4.2]	All staff is observed, at least 10 minutes on a weekly basis, by some member of school leadership to ensure instructional and pacing alignment with the Standards-aligned curriculum; teachers are on pace and teaching lessons are aligned to the Standards. [4.2]	All staff is observed on a weekly basis by some member of the school leadership to ensure that teachers are teaching lessons aligned to the Standards across classrooms and on pace with the established sequence. [4.2]
			The district may have formative assessments in literacy and math, but using teacher-developed assessments is the norm. There is not a system in place to collect and analyze formative assessment data. [4.3]	The principal monitors implementation of district provided formative assessments in ELA and math; challenges persist keeping to the district formative assessment schedule. [4.3]	The principal implements formative assessments with fidelity and analyzes results in ELA and math across all grade-levels linked to the Standards-aligned curriculum and ensures that the results are returned to teachers in a teacher-friendly manner for timely analysis. [4.3]	The principal monitors and analyzes formative assessments in ELA and math across all grade-levels linked to the Standards aligned curriculum, and uses the data to inform instructional improvement.
			There is not a system in place to collect and review lesson plans. [4.3]	The principal has systems in place to review lesson plans to ensure implementation fidelity, though systematic review and feedback remains a challenge. [4.2]	The principal puts in place systems to ensure that lesson plans are written and reviewed on a set schedule. [4.2]	Systematic reviews of lesson plans indicate consistent alignment with the Standards and a level of rigor that exceeds those standards, at times. [4.2]
			The principal does not ensure that all teachers have access to Standards-aligned materials and resources. [4.4]	The principal ensures access to Standards-aligned materials and resources. Teachers may also be using their own materials not necessarily aligned to the Standards. [4.4]	The principal walk-throughs provide data indicating teachers are using engaging instructional materials and resources aligned to the Standards. [4.4]	The principal ensures that all teachers have access to appropriate 21 st Century resources, materials, and equipment aligned to the Standards and school improvement plan. [4.4]
1.6	The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments.	<ul style="list-style-type: none"> Administrative walk-through data Common Assessments Professional development plan Grade & content level meeting agendas and minutes PLC agendas and minutes Data team agenda and 	The principal does not set expectations for how teachers use collaboration time to collect and analyze formative assessment data. [4.3]	The principal sets the expectations and ensures that teachers use collaboration time to focus on formative assessment data, but does not monitor implementation and rigor. [4.3, 6.3]	The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments as necessary. [4.3, 6.3]	The principal provides teachers with a data management system with analytic tools to gain insight into how students are performing, how to design ongoing instruction, and monitors the teachers' use during collaboration time. [4.3]
			Leader walk-throughs are not scheduled or do not focus on instructional improvement. [6.3]	Leader walk-throughs are scheduled and mostly adhered to; walk-throughs focus on general best practices for teachers. [6.3]	Leader walk-throughs are scheduled and adhered to. The principal and leader walk-throughs focus on monitoring and supporting instructional decisions made by teachers, including student grouping, differentiation and targeted	Leader walk-throughs are scheduled and adhered to, strategically targeting teachers with particular development needs, while supporting all. [6.3]

		minutes			interventions, based on their analysis of multiple forms of data, including observations, interim and formative assessments (daily, weekly, end-of-unit) 3.5]	
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).	<ul style="list-style-type: none"> Administrative walkthrough data Common assessment data Teacher observation and evaluation data Grade & content level meeting agendas and minutes PLC agendas Data team agendas and minutes 	The principal does not use data to identify school-wide instructional practices for improvement. [6.2]	The principal is using multiple forms of disaggregated data to select and monitor a select number of key school-wide priorities for instructional improvement. [6.2]	The principal has on-demand access to and is using a comprehensive set of disaggregated data to identify and monitor a select number of school-wide priorities for instructional improvement. [6.2]	The principal and leadership team have and use on-demand access to a comprehensive set of disaggregated data to identify and monitor key school-wide priorities for instructional improvement that become a foundation for the School Improvement Plan. [6.2]
			Based on informal and formal observations and available student assessment data, limited progress on key instructional practices exist. [6.3]	Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, progress is evident for some teachers on some priorities; student learning outcomes can be linked to these improvements. [6.3]	Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, the principal and instructional leaders identify and focus on a select number of school-wide teaching practices through targeted and job-embedded PD. [6.3]	Based on informal and formal observation data, leader walk-throughs and multiple measures of student assessment data, progress is evident for all teachers on all instructional priorities and student outcomes are positively impacted. [6.3] Students who are not mastering lesson objectives are quickly identified and provided additional instructional supports until they achieve mastery. [3.5]
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.	<ul style="list-style-type: none"> Master schedule School Improvement Plan Lesson plans PLC agendas Grade & content level meeting agendas and minutes 	The principal creates the master schedule, but errors are not swiftly addressed, causing confusion regarding student assignment. [7.1]	The principal completes the master schedule in a timely manner and all students are enrolled in level appropriate classrooms. [7.1]	The principal and instructional leaders create a master schedule that ensures core content areas have sufficient time allocated at a time when learning is best for students. [7.1]	The principal and instructional leaders create a master schedule that prioritizes time for core content areas and may include increased time for literacy and mathematics instruction. [7.1]
			The master schedule does not adequately address the need for instructional interventions for students two grade levels behind. [7.2]	The master schedule provides time for ELA and Math intervention, though the time allocated does not meet research-based guidelines, and is inflexible to make reintegration into grade appropriate core content classes cumbersome and complicated. [7.2]	The master schedule enables students who are two or more years behind in ELA or Math to be enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. [7.2]	All students who are two or more years behind in ELA or Math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. [7.2]

			There is not a calendar developed that includes staff professional development, teacher team meetings, or common meeting times. [7.3]	There is a basic calendar of teacher collaboration time. [7.3]	The principal and instructional leaders ensure teachers have sufficient planning time for grade/content level meetings, as well as vertical staff collaboration. [7.3]	Teachers have ongoing consistent and sufficient times for grade/content meetings, as well as vertical staff collaboration. [7.3]
			There is not time in the master schedule for teachers to learn from each other or outside the teacher's community [7.3]	Through the master schedule, the principal creates time for teachers to have opportunities to learn from others outside the teacher's community. [7.3]	The principal and instructional leaders ensure the master schedule includes opportunities to learn from other teachers at the school, as well as others outside of the immediate teachers' community. [7.3]	The master schedule includes opportunities for teachers to learn from each other, as well as experts in the field. [7.3]
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instruction and meet student learning goals.	<ul style="list-style-type: none"> • Master schedule • Policy for teacher placement • Staffing assignment chart • School Climate surveys • School focus group • School Improvement plan • Formal and Informal observations and evaluations • Grade & content agenda and minutes • PLC agenda and minutes • Data team agenda and minutes 	The principal has the district HR select and assign teaching staff based on vacancies with recruitment efforts not well-defined. [5.1]	The principal uses traditional channels and procedures to recruit new teachers. [5.1]	The principal and instructional leaders use established processes to identify staffing needs proactively and early and manages recruitment efforts by casting a wide net for candidates including, but not limited to traditional venues. [5.1]	The principal uses creative and traditional means to proactively recruit teachers with the expertise to deliver quality instruction using a research-based teacher screening process (e.g. Habermann) and ensures there are no persistent teacher vacancies. [5.1]
			The principal has no clear selection criteria or processes in place for interviewing candidates. [5.1]	The principal ensures clear selection criteria and processes are in place for interviewing candidates. [5.1]	The principal ensures that content/grade level teams or teacher leaders participates in and informs staff selection and is present at demo lessons and formal interview. [5.1]	The principal includes grade level/content peers and other instructional leaders to inform staff selection based upon the needs of the school. They are all present at demo lessons and formal interviews. [5.1]
			Staff assignment is based on something other than matching student learning needs with staff's instructional strengths. [5.5]	The principal and instructional leaders do not have clear selection processes when matching staff to specific position expectations. [5.5]	The principal and instructional leaders operate from clear selection process that focus on matching staff to specific position expectations and are based on prior student learning outcomes for non-first year teachers. [5.1]	The principal bases staffing assignment decisions on teacher effectiveness data, as well as student outcomes data; assignments put teachers with proven effectiveness with students demonstrating the greatest learning needs. [5.1]
			There are neither the systems in place nor the urgency to dismiss chronically underperforming teachers. [5.5]	The principal has some documentation on consistently underperforming staff. [5.5]	The principal has evidence that classrooms are staff with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes. [5.5]	All classrooms are staffed with effective or highly effective teachers, or comparable designation, based on district evaluations. [5.5]
			There is little or no evidence that teachers receive instructional feedback from the principal that impacts practice. [5.2]	The principal visits classrooms when time permits and provides teachers with constructive feedback. Follow-up monitoring is inconsistent. [5.2]	The principal and leadership team enact their role as instructional improvement leaders by consistently providing teachers with constructive	The principal and leadership team member feedback is the norm, providing all teachers with meaningful feedback to improve the quality of instruction. [5.2]

					feedback linked to improvement plans, support and then follow-up to ensure instructional improvement. [5.2]	
			The principal secures professional development that is not linked to teacher evaluation, learning outcomes, or school-wide goals. [5.3]	The principal ensures the school has a clear professional development calendar and topics are aligned to established school improvement goals. [5.3]	The principal and leadership team ensures professional development is designed and linked to teacher observations, formative assessment results, and school-wide goals. [5.3]	The principal and leadership team ensures professional development is designed and linked to teacher observations, formative assessment results, and school-wide goals,. The principal consistently monitors the implementation of learned instructional strategies. [5.3]
			The principal does not set expectations for or monitor teacher collaboration time to ensure it is focused on improving instructional priorities. [5.3]	The principal ensures teachers collaboratively review student work to build a shared understanding curricular goals and rigor. [5.3]	The principal and leadership team ensure that teachers' collaboration time is focused on instructional priorities identified through an analysis of data. [5.3]	The principal and leadership team ensure that every possible opportunity for teacher collaboration time is focused on instructional priorities identified through an analysis of data and linked to school-wide goals. [5.3]
			There are neither the systems in place nor the urgency to dismiss chronically underperforming teachers. [5.5]	The principal has some documentation on consistently underperforming staff. [5.5]	The principal communicates performance expectations for each position, implements an evaluation process aligned with district expectations, places "ineffective" staff on improvement plans, provides appropriate support, extensively documents consistently underperforming staff and follows the protocols for removal of ineffective teachers. [5.5]	The principal makes clear performance expectations aligned with the mission and vision for each position, implements a systematic evaluation process aligned with district expectations; places "ineffective" staff on improvement plans, provides appropriate support, extensively documents consistently underperforming staff and follows the protocols for removal of ineffective teachers. [5.5]
1.10	The principal uses data and research-based practices to work with staff to increase academically-focused family	<ul style="list-style-type: none"> School climate surveys School focus group School, staff, parent, student 	The principal ensures progress reports and report cards are sent to parents and/or guardians, but there are not systems in place for further engagement.	The principal ensures family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and reports cards. [8.1]	The principal and instructional leaders create high value opportunities to engage family members in discussing student learning progress toward explicit goals; successes are celebrated and gaps are acknowledged addressed. [8.1]	The principal, parents and community members are actively involved in key student learning demonstrations (presentations, student-parent-teacher conferences) [8.1]

	and community engagement.	<p>handbooks</p> <ul style="list-style-type: none"> List of family and community engagement activities and attendance List of outreach programs for families with struggling students. 	Parents only receive additional information about students when they are failing or in behavioral trouble. [8.1]	The principal supports and encourages structures such as PTOs, PTAs, and Parent Councils. [8.1]	The principal recruits families and community members as active participants in sessions geared to solicit input on school decisions through PTOs, PTAs, and Parent Councils; school leaders take such input seriously and make decisions accordingly. [8.1]	The principal puts in place measurable systems to engage families in a variety of school activities, ranging from celebrations to school leadership councils. The principal also recruits families and community members as active participants in sessions geared to solicit input on school decisions and implements, evaluates and adjusts programs and strategies that create supportive, academically focused relationships between teachers and families. [8.1]
			Organizations and programs exist in the community but the principal has not formed partnerships to serve students in need. [8.2]	The principal has some partnerships with and has contact information for support services and organizations in the community. [8.2]	School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth. [8.2]	The principal and staff are student advocates, ensuring students who are struggling academically and/or socially are receiving quality and integrated support services by a network of providers invested in the student's well-being; positive results from such programs are clear. [8.2]